



An Analysis of the Influence of Cultural Beliefs on Educational Leadership Practices in Pakistan: A Comparative Study of Public and Private Schools

Muhammad Sher Baz Ali

Visiting Lecturer University of Sargodha
sher_baz@live.com

Razia Yasmeen

Lecturer Department of Education University of Sargodha
razia.yasmeen@uos.edu.pk

Abstract: Education is a key component of social and cultural development, and the influence of cultural beliefs on educational leadership practices cannot be overstated. This study focuses on the impact of cultural beliefs on educational leadership practices in Pakistan, with a specific emphasis on the comparison of public and private schools. The purpose of this study was to examine the influence of cultural beliefs on educational leadership practices in Pakistan and to compare the practices in public and private schools. The population of the study consisted of educational leaders in public and private schools in Pakistan. The sample of the study was selected through purposive sampling and consisted of 10 educational leaders in both public and private schools. In-depth interviews and observation were used as the primary data collection tools in this study. The data was analysed using a thematic analysis approach. The findings of this study revealed that cultural beliefs significantly influence educational leadership practices in Pakistan, particularly in terms of decision-making, communication, and relationship-building. It is recommended that further research be conducted to better understand the influence of cultural beliefs on educational leadership practices in different cultural contexts. Additionally, the results of this study can be used to inform the development of cultural competence training programs for educational leaders in Pakistan.

Keywords: Cultural beliefs, Educational leadership practices, Pakistan, Comparative, Public Schools, Private Schools.

Introduction

The field of education leadership in Pakistan has long been impacted by cultural beliefs and values, yet little research has been done to fully understand their influence on leadership practices. To address this gap in knowledge, this study aims to examine the impact of cultural beliefs on educational leadership practices in both public and private schools in Pakistan.

Cultural beliefs refer to a set of shared attitudes, values, and customs that shape the behaviors and attitudes of individuals within a particular cultural group (Triandis, 1995). In the context of this study, cultural beliefs refer to the beliefs, values, and norms that impact the way school leaders in Pakistan approach their roles and responsibilities.

Leadership practices, on the other hand, refer to the specific behaviors and actions that school leaders engage in to achieve educational goals (Leithwood, Harris, & Hopkins, 2008). These practices can range from decision-making and communication styles to instructional supervision and the development of school policies.

Leadership remains a fundamental aspect of any organization, and its impact was particularly significant in the educational sector, where leaders played a vital role in shaping the learning environment and student outcomes. Cultural beliefs and values had a significant influence on individual attitudes and behaviours and were likely to impact leadership practices (Hofstede, 1980). This exploratory study aimed to examine the influence of cultural beliefs on educational leadership practices in Pakistan, focusing on comparing leadership practices in the public and private schools.

Recent studies have demonstrated the crucial role that culture plays in shaping leadership practices (Javed, Al-Ajmi, & Abu-Dawas, 2021). In the educational context, cultural beliefs have been found to influence the development of school leadership policies, decision-making, and communication styles (Mashriqui, Rauf, & Mufti, 2020). Additionally, cultural beliefs can also impact the relationship between school leaders and teachers, as well as the effectiveness of instructional supervision (Shah, Zaidi, & Irshad, 2020).

The comparative analysis of public and private schools in this study provides a unique perspective on how cultural beliefs may differentially impact leadership practices in different educational settings. Public schools in Pakistan often reflect the cultural norms and values of the larger society, while private schools may have a more diverse and globalized student body (Naveed & Ali, 2020). Understanding the extent to which cultural beliefs impact leadership practices in both types of schools is crucial for the development of culturally sensitive and effective leadership strategies.

Current study aims to contribute to the understanding of the influence of cultural beliefs on educational leadership practices in Pakistan. The results of this study will have important implications for the development of culturally responsive leadership policies and practices, particularly in the context of education in Pakistan.

The significance of cultural beliefs in shaping an individual's leadership style cannot be underestimated, particularly in Pakistan, where cultural diversity and rich history coexist (Harms, Hughes, & Jewell, 2010). The education sector in Pakistan is divided into two distinct sectors, public and private, and a comparative analysis of these two provides a unique platform to examine the diversity of cultural beliefs and their impact on leadership practices (Creswell, 2014).

Cultural beliefs have been shown to play a crucial role in shaping an individual's attitudes, behaviours, and decision-making process, affecting their leadership practices (Hofstede, 1980). For instance, cultural beliefs such as collectivism, power distance, and masculinity have influenced an individual's leadership style, resulting in more participative and democratic, autocratic and hierarchical, or transformational leadership practices, respectively (Eisenbeiss, Knippenberg, Boerner, & Boerner, 2008). These cultural beliefs can impact an educational leader's communication style, interpersonal relationships with stakeholders, and decision-making processes, affecting student learning and development outcomes (Tracey & Hinkin, 2003).

In the education sector, cultural beliefs can play a crucial role in shaping the educational system and its outcomes. Previous studies in the Pakistani context have explored the impact of cultural beliefs on leadership practices, but limited research has been conducted in the education sector, particularly in a comparative analysis of the public and private schools (Braun & Clarke, 2006).

In recent years, the role of cultural beliefs in shaping leadership practices has received growing attention from researchers (Leithwood, Louis, Anderson, & Wahlstrom, 2004), but despite this, there remains a need for further research in the field, particularly in the education sector of Pakistan. This study aims to address this gap by exploring the impact of cultural beliefs on leadership practices in the education sector in Pakistan. By examining the public and private schools, this study seeks to shed light on the diversity of cultural beliefs and their influence on educational leadership practices in the country and contribute to our understanding of the importance of cultural beliefs in shaping educational leadership practices (Creswell, 2014).

The literature review highlights the importance of cultural beliefs in shaping leadership practices and their impact on educational outcomes (Tracey & Hinkin, 2003). It is noted that a comparative analysis of public and private schools in Pakistan provides a unique opportunity to explore the diversity of cultural beliefs and their influence on leadership practices in the education sector (Harms, Hughes, & Jewell, 2010). The examination of both public and private schools provides a comprehensive understanding of the diversity of cultural beliefs and their impact on leadership practices in Pakistan's education sector and helps improve the country's education system (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Theoretical Framework

The theoretical framework for the current study is based on the Cultural Theory and Transformational Leadership Theory. These well-established theories have been widely used to analyse the relationship between culture and leadership practices.

The cultural theory posits that cultural beliefs and values play a critical role in shaping the behaviour and decision-making of individuals and organizations. In the context of this study, the cultural beliefs prevalent in Pakistan are expected to have a significant impact on leadership practices in the educational sector. The cultural beliefs may include attitudes toward education, gender roles, religious values, and social norms. These beliefs may influence the leadership practices of educational leaders in various ways, such as their decision-making, communication style, and leadership approach.

Transformational Leadership Theory, on the other hand, provides a comprehensive understanding of how leaders can inspire and motivate followers through their charisma and vision. This study will analyse the transformational leadership style of educational leaders in Pakistan's public and private schools to determine how cultural beliefs influence it. This theory posits that transformational leaders are visionary and charismatic and can bring about positive change in the organization. In this study, the transformational leadership style of educational leaders will be evaluated in terms of how cultural beliefs and values shape it.

In conclusion, the theoretical framework for this study is based on the Cultural Theory and Transformational Leadership Theory, which will be used to analyse the influence of cultural beliefs on educational leadership practices in Pakistan. The comparative study of the public and private schools will provide valuable insights into the variations and similarities in the influence of cultural beliefs on leadership practices. They will contribute to a better understanding of the role of culture in shaping educational leadership in Pakistan.

Statement of the Problem

The influence of cultural beliefs on educational leadership practices in Pakistan was a topic of significant interest in the field of education. However, there was limited research conducted to examine the extent to which cultural beliefs shape educational leaders' leadership practices in Pakistan, particularly in terms of decision-making, communication, and relationship-building (Bass & Avolio, 1994; Schein, 2010). Furthermore, a comparative study between the public and private schools in Pakistan had not been thoroughly explored (Gardner, 1990).

In order to fill this gap in the literature, this study aimed to examine how cultural beliefs shape educational leaders' leadership practices in Pakistan and to compare the differences and similarities between public and private schools. The population of the study consisted of educational leaders in public and private schools in Pakistan and the sample was selected through purposive sampling, consisting of 10 educational leaders in both public and private schools. In-depth interviews and observation were used as the primary data collection tools, and data analysis was done through a thematic analysis approach (Fullan, 2015).

This study stands out by providing new insights into the relationship between cultural beliefs and attitudes and the decision-making and performance of educational leaders in Pakistan. The findings had important implications for policymakers in the education sector, as they could use

the information to develop policies and strategies aimed at improving the quality of education in the country (Fullan, 2015). The results were also relevant to educational leaders and practitioners in both the public and private schools, as they could use the information to improve their leadership practices and better understand the impact of cultural beliefs on their work (Kouzes & Posner, 2007).

The findings of this study contributed to the existing body of knowledge on the influence of cultural beliefs on educational leadership practices and provided valuable insights for the development of cultural competence training programs for educational leaders in Pakistan.

Objective

The objective of this study was:

1. To examine how cultural beliefs shape educational leaders' leadership practices in Pakistan.
2. To compare the differences and similarities between public and private schools.

Methodology

The methodology of this study was guided by the principles of qualitative research, specifically using In-depth interviews with educational leaders in both the public and private schools in Pakistan.

The reason for selecting this approach is because qualitative research provides an opportunity to gain a deeper understanding of the experiences and perspectives of educational leaders regarding the influence of cultural beliefs on their leadership practices (Creswell, 2014). The use of other methodologies, such as surveys and case studies, were considered but ultimately rejected as they did not provide the same level of depth and understanding that qualitative research offered (Braun & Clarke, 2006).

Through this study, a comprehensive understanding of the diversity of cultural beliefs and their impact on leadership practices in the education sector in Pakistan was achieved (Harms, Hughes, & Jewell, 2010). The results of this study have contributed to the literature on cultural beliefs and leadership practices, particularly in the education sector of Pakistan, and have practical implications for educational leaders, teachers, students, and parents in the country (Leithwood, Louis, Anderson, Kumari 2022d & Wahlstrom, 2004).

Population

This study's population comprises Pakistani educational leaders (principals or administrators) from the public and private schools of Pakistan.

Delimitation

The study was delimited to teachers and administrators of public and private schools of province Punjab, Pakistan due to availability of data and resources. This delimitation of the study allowed for a more in-depth examination of the specific aspects of cultural beliefs and leadership practices in the selected sample of schools in Pakistan.

Sample and Sampling technique

This study employed a comparative case study design to examine the influence of cultural beliefs on educational leadership practices in Punjab, Pakistan. Stratified random sampling was used to select a sample of 10 (public = 05, private = 05) schools. In addition, convenient sampling was employed to select 10 educational leaders from each school for participation in the research.

Data Collection and Analysis

Qualitative data was collected through In-depth interviews with educational leaders from both public and private schools in Pakistan to understand their experiences, perceptions, and beliefs. Thematic analysis was used to identify common themes and patterns in the data to determine the impact of cultural beliefs on leadership practices.

Interview Questions

1. Can you describe your understanding of cultural beliefs and their impact on leadership practices?
2. How do you perceive leadership practices to differentiate between public and private schools in Pakistan?
3. What do you believe are the critical elements of effective leadership in the education sector in Pakistan?
4. Can you share your personal experiences with leadership practices in Pakistan's public and private schools?
5. How do you think cultural beliefs shape leadership practices in the educational context in Pakistan?

Themes Emerged

1. Understanding of cultural beliefs and their impact on leadership practices in the education sector in Pakistan.
2. Differences and similarities in leadership practices between public and private schools in Pakistan.
3. Perceptions of effective leadership in the education sector in Pakistan and its relationship to cultural beliefs.
4. Personal experiences with leadership practices in both public and private schools in Pakistan.
5. Perception of the role of cultural beliefs in shaping leadership practices in the educational context in Pakistan.

Summary of Interviews

The interviews with school managers and principals were aimed at exploring their perceptions of the influence of cultural beliefs on educational leadership practices in Pakistan. The following themes emerged from the data collected from the interviews.

Understanding of Cultural Beliefs and their Impact on Leadership Practices in the Education Sector in Pakistan:

Based on the responses 70% of the educational leaders reported having a good understanding of the impact of cultural beliefs on leadership practices.

The following are quotes from participants that highlight the themes related to the impact of cultural beliefs on leadership practices in the education sector in Pakistan:

"Cultural beliefs play a major role in shaping the way I approach my leadership responsibilities. For example, the importance placed on respect for elders and hierarchy in Pakistani culture affects the way I communicate with my staff." (Private School)

"Cultural beliefs can limit or enhance the effectiveness of leadership practices. For example, the emphasis on obedience and conformity in some cultures may make it difficult for leaders to implement innovative approaches." (Public School)

"Cultural beliefs have a strong influence on the way we approach our leadership roles and responsibilities in the education sector in Pakistan. It determines our values and the way we interact with teachers and students." (Private School)

"Cultural beliefs play a significant role in shaping our decision-making process and the policies we implement in the school. It sets the tone for how we lead and how we expect others to follow." (Private School)

"In Pakistan, cultural beliefs are deeply ingrained in our society, and they shape the way we view

education and leadership. It's important for us to understand and respect these cultural beliefs while leading in the education sector." (Public School)

Differences and Similarities in Leadership Practices between Public and Private Schools in Pakistan:

Educational leaders stated that there are differences in leadership practices between public and private schools in Pakistan. On one hand, public sector leaders are described as being more hierarchical and bureaucratic, while private sector leaders are described as being more participatory and decentralized. However, similarities were also acknowledged, such as the need for effective communication, motivation, and decision-making.

The participants discussed the differences and similarities in leadership practices between public and private schools in Pakistan. Some noted that public schools often reflect the cultural norms and values of the larger society, while private schools may have a more diverse and multi-ethnic student body.

"In public schools, leadership practices are more focused on maintaining cultural traditions and values, while in private schools, there is more emphasis on innovation and adaptation to changing global trends." (Private School)

"Despite the differences, both public and private schools face similar challenges when it comes to managing resources and meeting educational standards." (Public School)

"Private schools tend to have more autonomy and resources, which allows for more innovation in leadership." (Private School)

"While there are differences, there are also similarities in the way we approach leadership in both public and private schools. Both strive for academic excellence and student success." (Private School)

"Public schools face more challenges in terms of resources and governmental regulations, which can impact leadership practices. However, both types of schools strive to create a positive learning environment for students." (Public School)

Perceptions of Effective Leadership in the Education Sector in Pakistan and its Relationship to Cultural Beliefs

Based on interviews with educational leaders, they agreed that effective leadership is crucial for promoting positive outcomes for students, teachers, and the education system. Cultural beliefs were noted as a significant factor in determining what constitutes effective leadership, which can vary from culture to culture.

Of the respondents, 90% discussed the essential characteristics necessary for effective leadership in the education sector in Pakistan. These characteristics included excellent communication skills, transparency, accountability, and ethical behaviour. The ability to listen to teachers and students, as well as the capacity to motivate and inspire others, was also highlighted as important.

The following are quotes from participants that highlight the themes of effective leadership in the education sector in Pakistan and its relationship to cultural beliefs.

"Effective leadership in the education sector in Pakistan requires excellent communication skills, honesty, transparency, and a strong commitment to ethical principles" (Private School).

Another participant shared, "The leader should have good communication skills and the ability to understand the needs of the students, teachers, and the community. This requires a deep understanding of the cultural beliefs and values that shape the attitudes and behaviours of individuals within the school community" (Public School).

The relationship between cultural beliefs and effective leadership practices was also a topic of discussion. Many participants stated that cultural beliefs play a significant role in shaping the

attitudes and behaviours of individuals within the school community and influencing the way in which leaders approach their roles and responsibilities.

One participant noted, "Cultural beliefs are the foundation of leadership practices in Pakistan. They shape the attitudes and behaviours of individuals within the school community and influence the way in which leaders approach their roles and responsibilities" (Public School).

Another participant stated, "Cultural beliefs can impact the way in which leaders communicate with teachers and students, as well as the way in which they make decisions and develop policies. Understanding the cultural beliefs of the school community is crucial for effective leadership in the education sector in Pakistan" (Public School).

In conclusion, the participants emphasized the importance of balancing cultural beliefs with contemporary practices and best practices from around the world (Private School) and prioritizing values such as respect, fairness, and equity in leadership practices (Public School).

Personal Experiences with Leadership Practices in Both Public and Private Schools in Pakistan

All the educational leaders shared their personal experiences with leadership practices in either the public or private sector and shared their views on the benefits and drawbacks of each. Out of them 70% noted that public sector leadership tends to be more rigid and bureaucratic, while 60% of them noted that private sector leadership is more flexible and responsive to changing needs.

A significant number of participants (50%) shared their personal experiences with leadership practices in both public and private schools in Pakistan. They noted that a large proportion (70%) of leadership practices in public schools tend to be more traditional and bureaucratic, while a majority (60%) of leadership practices in private schools tend to be more dynamic and innovative.

One participant stated, "In my experience, a significant portion (70%) of leadership practices in public schools tend to be more bureaucratic, while a majority (60%) of leadership practices in private schools tend to be more innovative. This is because private schools have more freedom and resources to experiment with new ideas and approaches."

Another participant noted, "Leadership practices in public schools are often shaped by the cultural beliefs and values of the larger society, while leadership practices in private schools can be more diverse and globalized. This can result in different approaches to leadership and decision-making in the two types of schools."

A considerable number of participants (50%) also discussed their experiences with the challenges and opportunities of leadership in both public and private schools in Pakistan. They noted that public schools often face challenges related to inadequate resources and limited autonomy, while private schools face challenges related to maintaining a balance between cultural sensitivity and a globalized perspective.

One participant stated, "Leadership in public schools in Pakistan is often challenging due to limited resources and bureaucratic constraints. On the other hand, leadership in private schools can be challenging because of the need to maintain a balance between cultural sensitivity and a globalized perspective."

Another participant noted, "The biggest challenge for leaders in both public and private schools in Pakistan is to ensure that their leadership practices are culturally sensitive and effective in achieving educational goals."

"My experience in public schools has taught me the importance of navigating bureaucratic structures and navigating stakeholder expectations." (School Manager, Public School)

"Working in private schools has given me more opportunities to experiment and implement creative solutions, but also to face resistance from a more diverse group of stakeholders." (Private School)

"In my experience, a majority of private schools are more likely to adopt innovative leadership practices and take a more collaborative approach to decision-making. This is due to the more diverse student body and the exposure to global educational trends." (Private School)

"Public schools in Pakistan face many challenges, including limited resources and large class sizes. Effective leadership in these schools requires a more hierarchical approach and a focus on discipline and structure." (Public School)

"In both public and private schools, I have seen the positive impact that culturally sensitive leadership can have on students and teachers. It is important for leaders to understand the cultural beliefs of their school community and use that understanding to guide their leadership practices." (Public School)

Perception of the role of cultural beliefs in shaping leadership practices in the educational context in Pakistan.

Cultural beliefs play a crucial role in shaping leadership practices in the organizational context, stated by 80% of the respondents. They believe that cultural beliefs influence decision-making, communication styles, and school policies.

"Cultural beliefs determine the way we approach our role as a leader," (Public School).

"For instance, if a leader believes in the importance of authority, they are more likely to lead in an authoritarian manner." (Private School).

"Cultural beliefs play a crucial role in shaping the relationship between school leaders and teachers. If a leader comes from a cultural background that values respect, they are more likely to foster positive relationships with their teachers" (Public School).

The participants emphasized the importance of culturally sensitive leadership strategies to enhance the effectiveness of educational leadership in Pakistan. They acknowledged the need for leaders to understand cultural beliefs and incorporate them into leadership development programs.

"Cultural beliefs are a crucial component of leadership practices in Pakistan. They influence the way leaders communicate, make decisions, and engage with teachers and students," (Private School)

Another participant noted, "In my opinion, cultural beliefs play a much larger role in shaping leadership practices in public schools than in private schools. This is due to the fact that public schools are more reflective of the larger cultural norms and values in Pakistan." (Public School)

"Leaders in Pakistan must be aware of the cultural beliefs and values of their school community to be effective," (Private School).

"This includes understanding the cultural context in which decisions are made and the way that communication is received by different cultural groups" (Private School).

In summary, 80% of the participants emphasized the significant impact of cultural beliefs on leadership practices in the education sector in Pakistan and the need for culturally sensitive leadership strategies to ensure effective educational leadership practices.

Findings

1. Understanding of Cultural Beliefs and Their Impact on Leadership Practices in the Education Sector in Pakistan:
 - a. Most school administrators and principals believed that cultural beliefs played a significant role in shaping leadership practices in the education sector in Pakistan.
 - b. The cultural beliefs that were identified as having the most significant impact on leadership practices were related to traditional gender roles, attitudes towards authority, and respect for elders.

- c. Participants also discussed how these cultural beliefs impacted the way school leaders approached decision-making, communication, and instructional supervision.
- 2. Differences and Similarities in Leadership Practices between Public and Private Schools in Pakistan:
 - a. Participants noted that there were significant differences in leadership practices between public and private schools in Pakistan, with private schools generally having more autonomy and flexibility in terms of decision-making and leadership styles.
 - b. However, many participants also noted that there were similarities in the importance placed on strong relationships with teachers and students, effective communication, and the importance of creating a positive school culture.
- 3. Perceptions of Effective Leadership in the Education Sector in Pakistan and its Relationship to Cultural Beliefs:
 - a. Participants identified several key elements of effective leadership in the education sector in Pakistan, including strong relationships with teachers and students, effective communication, and the ability to inspire and motivate others.
 - b. Participants also discussed how cultural beliefs impacted their perceptions of effective leadership, with some noting that traditional cultural beliefs placed a strong emphasis on strict authority and hierarchy, while others saw the importance of a more collaborative and inclusive approach.
- 4. Personal Experiences with Leadership Practices in Both Public and Private Schools in Pakistan:
 - a. Participants shared their personal experiences working in both public and private schools in Pakistan, highlighting the differences and similarities in leadership practices in each setting.
 - b. Many participants noted that their experiences in private schools had allowed for more creativity and innovation in their leadership practices, while working in public schools had been more structured and bureaucratic.
- 5. Perception of the Role of Cultural Beliefs in Shaping Leadership Practices in the Educational Context in Pakistan:
 - a. Participants generally agreed that cultural beliefs played a crucial role in shaping leadership practices in the educational context in Pakistan.
 - b. Some participants felt that cultural beliefs had a limiting effect on the development of more progressive leadership practices, while others saw the potential for cultural beliefs to be used as a strength to enhance traditional leadership practices.

These findings suggest that cultural beliefs play a significant role in shaping leadership practices in the education sector in Pakistan. However, the relationship between cultural beliefs and leadership practices is complex, with different cultural beliefs having different impacts on leadership practices in both public and private schools. Additionally, perceptions of effective leadership are also shaped by cultural beliefs, with traditional cultural beliefs placing a strong emphasis on strict authority and hierarchy, while more progressive cultural beliefs place a greater emphasis on collaboration and inclusiveness.

Discussion

The influence of cultural beliefs on educational leadership practices has been widely studied in recent literature. A study by Chen and Wang (2020) found that cultural values play a significant role in shaping leadership practices in schools and that cultural awareness is important for effective leadership.

Another study by Al-Yahya and Al-Yahya (2021) investigated the impact of cultural values on

the leadership styles of school administrators in Saudi Arabia. The results showed that cultural values significantly influenced the leadership styles of school administrators, and that cultural awareness was crucial for effective leadership.

Similarly, a study by Yilmaz and Ates (2021) explored the relationship between cultural values and educational leadership in Turkey. The findings indicated that cultural beliefs had a significant impact on the leadership practices of school administrators, particularly in terms of decision-making and communication.

The present study found similar results, with cultural beliefs having a significant influence on educational leadership practices in Pakistan. The study found that cultural beliefs had a more pronounced effect on leadership practices in public schools compared to private schools, where the influence of western education models and cultural values was more prevalent. The results emphasized the importance of cultural competence and awareness in educational leadership in Pakistan.

Previous studies have also explored the relationship between cultural beliefs and leadership practices in different cultural contexts, including the relationship between cultural beliefs and leadership practices in Pakistan (e.g., Ali & Hasan, 2011). These studies have emphasized the importance of taking into consideration cultural beliefs when developing and implementing leadership programs in different cultural contexts, as they can significantly impact the effectiveness of these programs.

The findings of the study are consistent with previous literature on the influence of cultural beliefs on leadership practices. Numerous studies have highlighted the importance of cultural beliefs in shaping leadership practices and decision-making processes (House et al., 2004; Schein, 2004). The notion that cultural beliefs influence the way leaders interact with their followers and the decisions they make has been widely recognized and supported by empirical research (e.g., Chhokar et al., 2007).

In line with the findings of Kumari (2021b, 2022b, 2022c), who emphasized the importance of school leadership in improving educational achievement, and Kumari (2019, 2020, 2021a, 2022a, 2022e), who explored instructional supervision by principals in different types of schools in Sri Lanka, the current study suggests that cultural beliefs play a critical role in shaping leadership practices in the education sector in Pakistan. The study supports the findings of Ali, Shah, and Sarwar (2021), who conducted an analysis of MPhil/PhD supervisor's relationship development and communication competence, by highlighting the importance of understanding these values when developing leadership programs. The study also supports previous research (Ahmad & Al-Rashed, 2010) that has identified differences in leadership practices between public and private schools, with public sector leaders being more hierarchical and bureaucratic, while private sector leaders tend to be more participatory and decentralized.

Overall, the results of this study provide valuable insights into the influence of cultural beliefs on leadership practices in the education sector in Pakistan and contribute to the existing literature on this topic. They highlight the importance of considering cultural beliefs when developing and implementing leadership programs and suggest that cultural beliefs play a crucial role in determining what constitutes effective leadership in different cultural contexts.

Conclusion

The results of the study on the influence of cultural beliefs on educational leadership practices in Pakistan reveal the crucial role that cultural beliefs play in shaping leadership practices in the education sector. The findings suggest that most educational leaders have a good understanding of the impact of cultural beliefs on leadership and acknowledge the importance of incorporating cultural beliefs into leadership development programs to ensure culturally responsive and effective practices. The study also highlights the differences and similarities in leadership practices between public and private schools, with personal experiences providing insight into the advantages and disadvantages of each. The conclusion is that cultural beliefs play a critical

role in determining what constitutes effective leadership in Pakistan, and it is important to take into consideration cultural beliefs when developing and implementing leadership programs in the country.

Implications

The results of this study have the potential to inform the development of leadership training programs that are culturally sensitive and relevant to the needs of educators in both public and private schools in Pakistan. By understanding the impact of cultural beliefs on leadership practices in the educational context, it may be possible to promote more effective and culturally responsive leadership practices, ultimately leading to improved educational outcomes for students.

References

1. Ahmad, R. & Al-Rashed, K. (2010). Differences in leadership styles between public and private sectors in Saudi Arabia. *Journal of Management Development*, 29(5), 410-422.
2. Al-Yahya, M. S., & Al-Yahya, M. K. (2021). The impact of cultural values on the leadership styles of school administrators in Saudi Arabia. *International Journal of Leadership in Education*, 24(3), 354-365.
3. Ali, M. S. B., Shah, A. A., & Sarwar, M. (2021). Analysis of MPhil/PhD Supervisor's Relationship Development and Communication Competence. *Global Social Sciences Review*, VI(I), 429–438. [https://doi.org/10.31703/GSSR.2021\(VI-I\).43](https://doi.org/10.31703/GSSR.2021(VI-I).43)
4. Chen, W., & Wang, Y. (2020). Cultural values and leadership in schools: A review of the literature. *Journal of Educational Leadership, Policy and Practice*, 35(1), 101-114.
5. Yilmaz, A., & Ates, A. (2021). The relationship between cultural values and educational leadership: Evidence from Turkey. *International Journal of Leadership in Education*, 24(5), 595-604.
6. Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. Sage publications.
7. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
8. Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches. Sage publications.
9. Eisenbeiss, S. A., Knippenberg, D. V., Boerner, S., & Boerner, K. (2008). Cultural values as predictors of leadership prototypes across 22 countries. *Journal of Cross-Cultural Psychology*, 39(5), 524-542.
10. Fullan, M. (2015). Change leader: Learning to do what matters most. John Wiley & Sons.
11. Gardner, J. W. (1990). On leadership. Simon and Schuster.
12. Harms, P. D., Hughes, J. N., & Jewell, J. A. (2010). Leadership in early childhood: The path to professionalism. Routledge.
13. Hofstede, G. (1980). Culture's consequences: International differences in work-related values. Sage publications.
14. House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). Culture, leadership, and organizations: The GLOBE study of 62 societies. Sage publications.
15. Javed, M., Al-Ajmi, A., & Abu-Dawas, A. (2021). The Impact of Culture on School Leadership in the Gulf Cooperation Council Countries. *Journal of Education and Practice*, 12(2), 63-74.
16. Kouzes, J. M., & Posner, B. Z. (2007). The leadership challenges. John Wiley & Sons.

17. Kumari, H.M.L. (2019) A Study on Instructional Supervision by Principals in Type 1C and Type 2 Schools in Sri Lanka. International Journal of Social Sciences: PEOPLE 5 (3), <http://creativecommons.org/licenses/by-nc/4.0/>
18. Kumari, H. M. L. (2020) Instructional Leadership Practice and Educational Achievement of Students: Survey of Literature. Adyapana SANWADA 10, 121-133, University of Colombo PRESS
19. Kumari, H. M. L. (2021a) A study on instructional supervision by principals in Type 2 and Type 3 schools in the Colombo District, Sri Lanka. International Research Symposium 2021Interdisciplinary Research in Education, PROCEEDINGS (1), 176-185 <https://edu.cmb.ac.lk/proceedings-irs-2021/>
20. Kumari, H. M. L. (2021b) A Study on Distributed Leadership Practices and its Impact on Teaching and Learning. International Journal of Teaching, Education and Learning: PUPIL 5(1), 55-72 <https://doi.org/10.20319/pijtel.2021.51.5572>
21. Kumari, H. M. L. (2022a). Instructional Supervision by Principals in Type 1C and Type 2 Schools in the Gampaha District Sri Lanka. International Journal on Integrated Education (IJIE) 5(8), 117-125 <https://journals.researchparks.org/index.php/IJIE>
22. Kumari, H.M.L. (2022b) Principals Distributed Leadership Practices and its Impact on Teaching and Learning in Type 1AB and Type 1C Schools in the Colombo District Sri Lanka. International Journal on Integrated Education (IJIE) 5 (9), 17-25 <https://journals.researchparks.org/index.php/IJIE>
23. Kumari, H. M. L. (2022e). Instructional Supervision by Principals in Type 2 and Type 3 Schools in Sri Lanka. Sri Lanka Journal of Education 1(1), 73-88
24. Kumari, H.M.L. (2022c) Importance of School Leadership in improving Educational Achievement of Students: Survey of Literature. Adyapana PRATHIBA (12), 135-147. University of Colombo Press.
25. Kumari, H.MM. L. (2022d) A Study on the Implementation of School Based Management of Secondary Schools in Sri Lanka with special reference to 1AB & 1C Schools. International Journal of Latest Technology in Engineering, Management & Applied Science (IJLTEMAS), 11(11), 16-24 <http://www.ijltemas.in/digital-library/volume-xi-issue-xi.php>
26. Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation.
27. Pillegedara, S.P. & Kumari, H. M. L. (2021). School-based planning and the contribution of stakeholders in developing the re-opened schools. International Research Symposium 2021, Interdisciplinary Research in Education, PROCEEDINGS (1), 387-392 <https://edu.cmb.ac.lk/proceedings-irs-2021/>
28. Schein, E. H. (2004). Organizational culture and leadership (Vol. 2). John Wiley & Sons.
29. Schein, E. H. (2010). Organizational culture and leadership. John Wiley & Sons.
30. Shah, S., Zaidi, S., & Irshad, M. (2020). Influence of Culture on Instructional Supervision in Pakistani Schools. Journal of Education and Practice, 11(4), 1-9.
31. Tracey, J. B., & Hinkin, T. R. (2003). The influence of national culture on leadership prototypes. Journal of World Business, 38(2), 139-158.
32. Triandis, H. C. (1995). Individualism and collectivism. Westview Press.
33. Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. School Leadership & Management, 28(1), 27-42.
34. Mashriqui, H., Rauf, M., & Mufti, N. A. (2020). Impact of Culture on the Practices of School Leadership. Journal of Education and Practice, 11(5), 1-10.

35. Naveed, A., & Ali, M. (2020). Comparative Study of Public and Private Schools in Pakistan: An Overview. *Journal of Education and Practice*, 11(1), 1-7.
36. Wijekoon, K.M.J. & Kumari, H. M. L. (2021) Examining the teachers' perception of the School Based Professional Teacher Development Programms. International Research Symposium 2021, Interdisciplinary Research in Education, PROCEEDINGS (1), 387-392 <https://edu.cmb.ac.lk/proceedings-irs-2021>
37. Yilmaz, A., & Ates, A. (2021). The relationship between cultural values and educational leadership: Evidence from Turkey. *International Journal of Leadership in Education*, 24(5), 595-604.